

Grades: K - 2nd Grade**Lesson: 1****Unit:** 1: American Indian traditional land values**Subject:** English Language Arts**Achievement Goal:** Through participating in the activities and discussions, students will begin to understand what it means to have a connection with their identity.**Time:** Multiple class periods**Lesson Description:**

Students will develop knowledge and understanding of the importance of identifying where they come from, and how that knowledge applies to understanding themselves, respecting themselves, and respecting others, including the land.

Teacher Background:

Identifying where one comes from is a vital component to recognizing the connections made in life. In many traditional cultures, even beyond Tribal Nations of North America, most people identify themselves, and where they come from before engaging in meaningful dialogue. It is important to know and understand where someone comes from, in order to make a connection with them.

Standards:**ELA Common Core Content Standards**

Reading Standards Informational Text 2,3,7,9

Reading Standards Foundational Skills 1,2,3

Language Standards 1

Writing Standards 2,3

Teacher Preparation Resources:

Create a mural bulletin board displaying the sky and mountains, as well as the Klamath and Trinity Rivers. (see example) Students will be adding items to the bulletin board as they learn about them in future lessons.

Student Activity:**Discussion Circle:**

1. Teacher sets up a discussion circle at the center rug and lets students know what's expected of them when listening and talking in a discussion circle.
2. Show students a special item, such as a feather, a plant, a rock etc. (something you have picked for the day for students to hold when it is their turn to talk).
3. Explain to them that everyone will have a turn to hold the special item and talk, but that they will have to wait and listen quietly until it is their turns, no touching others, keep your hands and feet to yourself.
4. Introduce the lesson to students by saying that as a group we are going to talk about the importance of knowing who we are and where we came from. Display the "Local Heroes" poster of Cindy Green on a document reader/elmo, and read the quote.
5. Teacher shares information about his/herself, starting with your full name and the names of your parents (giving your mothers maiden name). At this time give the definition of what maiden name means. Then you might discuss where you were born and where you grew up. Share a childhood memory that connects you and your family to where you grew up.
6. Tell students why knowing who we are and where we came from is important. That it tells their family history and heritage that can be traced back hundreds of years. It can also tell them who

they might be related to in their community. Tell students that if they agree that this is important say, “family” (then students will call out “FAMILY”!).

7. Now hold up the special item you’ve chosen and explain to students that you are going to hand the special item to a student and ask them to say their name, their parents first and last name (if they know), where they live now and if they have always lived there. After the student has shared their information, have them pass the special item to the student on the right; students will continue passing the special item until everyone has had a turn.
8. Before leaving the circle read poem “Home” (attached) by Phil Albers to students. Encourage students to ask their parents or guardian questions about their (the student’s) family, where their parents are from, and what their mother’s maiden name is. You can use the form created already or make your own.
9. Remember to ask students the following day if anyone had a chance to ask their parents about where they come from. (Ask if anyone brought back the parent information form that was sent home). If any student brought in their form ask them if they would like to share it with the class.

Journal Writing:

1. Let students know that they are expected to use some of the day’s vocabulary words in their journals. Students write about family, who they are, and where they come from. Individual differentiation for students is extremely necessary to negotiate now.
2. Kinder- If very little writing skills, draw a picture and dictate to adult or older student what they learned. Adult/older student writes word(s) on paper and child copies over it. If students know letters and sounds, they can put the letters for the sounds they hear next to the picture. If they are competent at writing letters, they can copy vocabulary words onto their writing paper.
3. Complete 3 Sentences with capitals and correct punctuation before drawing picture.
4. Write vocabulary words and definitions.
5. Complete 5 Sentences with capitals, punctuation, and adjectives before drawing picture.

Art Activity:

Family with baby and acorns coloring page

Poetry:

“I am...” poem (this poem will be used as an initial assessment, and then again as a final assessment after all of the Land Tenure lessons have been implemented)

Optional:

As students finish their writing and art; snack is passed around and the teacher conducts a reflection discussion with students. Sharing food is an important cultural conclusion to a group activity.

Ask:

1. What did you like?
2. Did you recognize anything from something you’ve heard or seen before this?
3. What traditional teachings did you really notice?
4. Do you have any questions?
5. What do you think we should do differently next time?
6. Would anyone like to share their art or writing?

Anyone who shares is praised as demonstrating Courage

Evaluation:

1. Evaluate students on their ability to sit and listen quietly during story time and follow instructions during other activities.
2. Assess the students' understanding through participation in discussion and activities.

Lesson Resources:

- [Local heroes Picture- Cindy Green \(included\)](#)
- [Poem "Home" by Phil Albers \(included\)](#)
- ["Who Am I" form \(included\)](#)
- [Coloring Pages \(included\)](#)
- ["I Am" assessment \(included\)](#)
- "Special Item" such as a feather, a plant, rock, stick etc. to pass around during discussion circle
- Large Poster board

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